

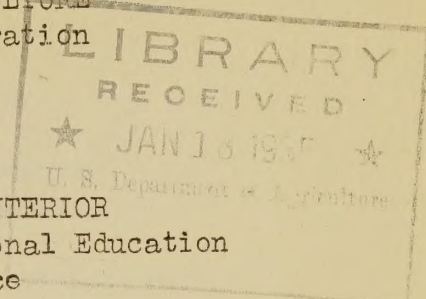
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Instructional Plans for
Teachers of Vocational
Agriculture

December 10, 1934
Corn-Hog Series
Unit Number 2

UNITED STATES DEPARTMENT OF AGRICULTURE
Agricultural Adjustment Administration
Division of Information

and

UNITED STATES DEPARTMENT OF THE INTERIOR
Office of Education, Division of Vocational Education
Agricultural Education Service
Cooperating



UNIT NO. 2

Presentation of the details of the Corn and Hog Program for 1935.

INSTRUCTIONAL OBJECTIVE

To develop the ability of farmers to understand the provisions and details of the Corn and Hog Program for 1935 and to use the information in reorganizing the individual farm business.

NOTES FOR THE TEACHER

Logically, this unit probably should be given consideration after attention has been given to the economic background related to agricultural adjustment. Psychologically, however, it may be more appropriate to begin the program of instruction with the details of the 1935 Corn and Hog Program.

Groups of farmers assembled in evening schools may be assumed to be already interested in the details of the 1935 Program. It is well to capitalize upon the immediate interests of the group, and then direct or guide their activities in giving attention to the more remote or less tangible (to the farmer, at least) aspects of the whole problem.

The following general order of presenting units may be suggested:

- (1) Details of the Corn and Hog Program for 1935.
- (2) Economic background related to Agricultural Adjustment and to the Corn and Hog Program in particular.
- (3) Adjusting the program of farm management in relation to the economic situation and the Corn and Hog Program in particular.

In other words, begin with the details of the 1935 Corn and Hog Program because of the farmers' immediate interest, lead into the economics relating to the situation, and then give consideration to the farm organization aspects of the whole problem. If such an order seems desirable, plan it with the farmers as indicated later under "Procedure."

MATERIALS AND SOURCES

I. Excerpt from talk by Dr. A. G. Black

THE CORN AND HOG PROGRAM FOR 1935

Dr. A. G. Black, Chief, Corn-Hog Section
Agricultural Adjustment Administration

(Talk before Extension Section, Land-Grant College Association,
Monday morning, November 19, 1934)

"By late summer, it was clear that the logical follow-up for the grain and livestock farmer in 1935 was another corn and hog program. A question as to the advisability of a new program to continue corn-hog adjustment through 1935 was put to corn-hog producers by direct referendum in early October. About 550,000 out of slightly over one million producers who signed the 1934 contract turned out for the referendum meetings; of this number, about 70 percent voted in favor of continuation of adjustment. It was the judgment of corn-hog committeemen from the middle-western States and a number of farm organization leaders that this favorable majority warranted immediate development of a new one-year contract by the Administration."

II. Details of the Corn and Hog Adjustment Programs

The following chart has been prepared to present the different items in the 1934 and 1935 Corn and Hog Programs in order that comparisons may readily be made.

The data for the 1934 program are presented as of the original contract. The various modifications made during the year are not indicated.

Use the following chart as indicated under "Procedure."

CORN AND HOG ADJUSTMENT PROGRAMS

Hog Adjustment Provisions

ITEMS	1934	1935
Base (For contract signers)	Adjusted annual average number of 1932-33 litters and adjusted annual average number of hogs produced for market for 1932-33 litters.	Same as for 1934

ITEMS	1934	1935
Source of money for benefit payments	1933-34 emergency programs and the 1934 production adjustment program require the collection of processing taxes through two marketing years ending November 4, 1935	Processing taxes beginning Nov. 5, 1935, for one marketing year. <u>Rate:</u> Approximately \$2.25 per hundredweight of hogs
Local Administration	Community committees and county control associations	Same
Responsibility for assisting with local administration	Extension workers and County agricultural agents	Same
Local responsibility for educational programs	Extension workers County Agricultural Agents Teachers of Vocational Agriculture Community Committeemen	Same

ITEMS	1934	1935
Relation to livestock, crops, and other contracts	No increase in total acreage of crops planted for harvest. No increase in acreage of crops designated as basic commodities in the Act. No increase in total acreage of feed crops other than corn and hay. No increase in number and kind of livestock other than hogs designated as a basic commodity	No limitation on livestock other than hogs. Unrestricted use of all land not in corn, including acres shifted from corn
Limits of Production	75% of Base	90% of Base
Transfer of Base	In general goes with the farmer	In general goes with the farmer
Base of 1935 for non-signers in 1934		To be determined by County Allotment Committees in accordance with instructions issued by Agricultural Adjustment Administration
Eligibility to sign contracts	In general open to all producers	In general open to all producers whether or not they took part in the 1934 program

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Items	1934	1935
Purchase of feeder pigs	Limited to average number bought during the period 1932-33	No limitation on number purchased from contract signers. Number purchased from non-contract signers limited to 1932-33 average
Amount of hog adjustment payments	\$15.00 per head on the 25% adjustment, or \$5.00 per head on 75% of base	\$15.00 per head on the 10% adjustment
Time of Payments	\$2.00 per head on 75% of the base, upon acceptance of contract by the Secretary; \$1.00 per head on or about Nov. 15, 1934; \$2.00 per head less pro rata share of local administration expenses Feb. 1, 1935	\$7.50 per head upon acceptance of contract by Secretary of Agriculture. Balance on or about Jan. 1, 1935, less producer's pro rata share of local expenses

CORN ADJUSTMENT PROVISIONS

ITEMS	1934	1935
Base (for contract signers)	Adjusted annual average corn acreage for years 1932 and 1933 on farming unit under contract.	Adjusted annual average corn acreage for years 1932 and 1933 on farming unit under contract
Limits of Production	Maximum acreage 80% of base; that is, minimum reduction of 20%. Producer given option to reduce acreage up to 30% of base and to receive proportionately larger benefit payments thereon.	Maximum acreage 90% of base; that is, minimum reduction of 10%. Producers again given option to reduce acreage up to 30% of base and to receive proportionately larger benefit payments thereon.
Transfer of base	Remains with the farm.	Remains with the farm.
Base for 1935 for non-signers in 1934		To be determined by County Allotment Committees in accordance with instructions issued by the Agricultural Adjustment Administration
Amount of benefit payments	30 cents per bushel of average yield estimated by the Community Committee for contracted acres	35 cents per bushel of average yield estimated for the number of acres by which 1935 corn land area is held below 1932-33 acreage. This yield will be average estimated corn yield per acre for <u>all</u> crop land in farm which has been in corn at least once during the last five years.

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ITEMS	1934	1935
Time of payments	15 cents per bushel on acceptance of contract by the Secretary of Agriculture. 15 cents per bushel less pro rata share of expenses on or after Nov. 15, 1934	15 cents per bushel on acceptance of contract by the Secretary of Agriculture. Balance of 20 cents per bushel less pro rata share of local expenses on or about Jan. 1, 1936.
Source of money for benefit payments	Processing taxes	Processing taxes
Location of acreage under contract planted to corn	On any part of established crop land, but a definite area had to be set aside and designated as contracted acres.	Planted corn acreage may be located anywhere upon the farm. No requirement that a particular tract equivalent to the acreage adjustment be set aside as contracted acres.
Use of acreages taken out of corn production	Limited use of "contracted acres" for permanent pasture, soil improving and erosion-preventing crops not to be harvested for testing or fallowing; weed eradication, for planting farm wood lots; later modified to permit emergency cropping to meet drought conditions	Unrestricted use of all land not in corn in 1935, including the acres shifted from corn production primarily to enable farmers to meet post-drought conditions with emergency hay and pasture crops.
Relationship to other crops and contracts	See information under same heading for hogs.	See information under same heading for hogs.

ITEMS	1934	1935
Local Administration	Community committees and county control associations	Same
Responsibility for assisting with local administration	Extension workers and county agricultural agents	Same
Local responsibility for educational programs	Extension workers County agricultural agents - and Teachers of Vocational Agriculture.	Same
Loan benefits		Eligible to participate in any government corn loan program in fall of 1935 similar to loans made available during the past two seasons by the Commodity Credit Corporation. Non-signers ineligible.

PROCEDURE AND EXPECTED OUTCOMES

I. Place upon the blackboard a question similar to the following:

What was the general attitude of farmers
as to plans for a 1935 corn and hog program?

This question may be asked, and the facts from '1, Materials and Sources' may be written upon the blackboard. If details as to the local and state vote are available, these may also be put upon the blackboard to be used as a basis for answering the question.

The teacher may point out that the plans for the 1935 Corn and Hog Program were made as a result of this referendum. Use this to lead up to the following question:

What are the details of the proposed 1935
Corn and Hog Program?

In answering this question, the material under '2, Materials and Sources' may be used. Place upon the blackboard a part of the chart form in the following manner.

HOG ADJUSTMENT PROVISIONS

ITEMS	1934	1935
Base		
Limits of Production		
Etc.		

The items in the left hand column may be added as the chart of comparisons is developed. Develop the chart on the blackboard according to the chart suggested in '2, Materials and Sources.'

After the teacher has written in "base", he should ask the farmers what the base was for 1934. When this is filled in the teacher should ask the group if anyone knows what the 1935 base is. This assumes that some of the farmers may have come in contact with the information. If the information is not obtainable from members of the group, the teacher may write it in and then call for any appropriate comments or a discussion of the point.

The advantages of such a procedure are:

- (1) Provides for a maximum of participation by members of the group.
- (2) Provides an excellent means of controlling attention and directing discussion.

It would be very difficult to control attention or to guide the discussion in an organized manner if all of the details of the programs were presented at once, either upon the blackboard or by passing out copies of the material.

Pass out copies of the material after the discussion. If copies cannot be made, the farmers may be given sheets of paper and pencils and instructed how to set up the form so that they may copy the material as it is developed upon the blackboard. A better plan would be to have mimeographed forms prepared for farmers to fill out.

When the details of the 1934 and 1935 Programs have been presented, bring up such questions as follows:

Why has such a program been prepared?

Will such a plan be needed in future years?

Why not do away with all forms of control or adjustment?

The teacher should use such questions for purposes of guiding the farmers in developing a feeling of need for understanding the present Agricultural situation in terms of the present and past economic factors that are involved.

Try to develop such an attitude as is implied in the following question:

Is it not reasonable to believe that farmers should plan their farming programs in the light of the best possible understanding of the factors involved in the economic situation related to farming?

Such an attitude might be created by asking the farmers a question similar to the following:

What are some of the things which influence the economic welfare of the individual farmer?

Guide the discussion in such a manner as to develop items similar to the following which may be listed upon the blackboard.

- (1) Amount of production of various farm commodities or production trends.
- (2) Prices received by farmers for their products.
- (3) Prices paid by farmers for various commodities.
- (4) Consumption of farm products.
- (5) Buying power of those needing agricultural commodities.
- (6) General business conditions.
- (7) Export trade.
- (8) Etc.

The teacher should not expect to develop a highly organized, clearly defined list of items at this point. Merely help the farmers to gain some conception of what is involved in the whole situation.

With such a list before the farmers the teacher may well ask a question about as follows:

Does it not seem advisable to make a study of such factors before making final decisions as to how to reorganize the individual farm business and as to whether or not to participate in the 1935 corn and hog program?

The following procedure may be used in making a direct connection to the next unit dealing with price level and price relationships.

Question - The price of hogs today is \$7.15 per one hundred pounds. (Teacher should state prices according to date of local prices.) What does this price mean? Why isn't the price \$12.00 per one hundred pounds? Etc.

Use such questions to help in developing the point that prices are an index or guide to market conditions or the relationship that exists between supply and demand.

Ask the farmers if there is any relationship between prices and the various items in the list of things mentioned as influencing the economic welfare of the individual farmer.

From the discussion develop the point that since prices are a guide to economic conditions it might be well to study prices as the next step in the program of instruction. After an analysis has been made of the characteristics of prices and how they may be interpreted, an intensive study may be made of the various factors which affect prices.

By using the above suggestions it is possible for the teacher to keep the farmers informed of the general program of instruction being pursued.

